

# Childminder report

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Inspection date:

24 February 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

This is a setting where children receive exceptional quality of care, teaching and learning. Children form excellent relationships with the childminder who is warm, welcoming and extremely attentive to their needs. The childminder seizes every opportunity to extend children's thinking to expand their vocabulary. Throughout the day, the childminder maintains a constant dialogue with children to spark their curiosity and prompts them to articulate their ideas. Through sensitive encouragement, the childminder superbly supports children to understand rules and boundaries. She praises children warmly when they share and take turns. This creates a calm and cooperative environment in which the children thrive.

The childminder has high expectations of children's behaviour, which is evident in the care and respect they show towards one another. Children laugh excitedly together as they experiment through play. For instance, they work together to make a chair out of cardboard boxes and test it out by sitting on it. Children tidy up their toys, demonstrating a strong sense of responsibility for their environment. They experience warm and nurturing responses from the childminder, which helps them to flourish.

The childminder expertly guides children's thinking to make links in their experiences and extend their imagination. For example, children discuss the seasonal changes of trees. They recall how they harvest apples from a tree in autumn, which shed its leaves in winter. Children take part in real-life experiences that prepare them with skills for the future. For instance, they prepare and eat fresh fruit and vegetables that they bought from the 'fruit and vegetable man' across the street. They recall with excitement how they take turns to pay money for their daily snack.

### What does the early years setting do well and what does it need to do better?

- There is a strong focus on healthy eating and cleanliness. This is implemented with open-ended questions and songs linked to care routines. For example, after lunch, children were asked to look in the mirror to see what they might need to do. This helps children develop excellent hygiene and self-care habits.
- Children benefit from a high-quality, structured and sequenced curriculum. The childminder models activities and challenges children to problem-solve for themselves. During a painting activity, older children immerse themselves as they mix blue and white paint together. They persist until they have the shade they want. Younger children roll trains dipped in paint of their choosing on paper, developing their concentration and hand-to-eye coordination.
- The childminder provides rich and varied opportunities to celebrate differences and similarities. Children access diverse books, which create opportunities for

discussion about different foods and cultures. The childminder skilfully discusses differences in skin tones with children, making links with people they know.

- Children show enthusiasm and a willingness to learn and do things for themselves. For example, they use vegetable peelers to prepare carrots for their lunch. Older children pour their own drinks and help younger children to pour theirs. They wash their hands and use the toilet independently, demonstrating excellent personal care skills.
- Mealtimes are expertly facilitated by the childminder. She models expected behaviours and encourages conversation. Children wait patiently for their turn to speak, and listen attentively to each other as they discuss and consider where their food comes from. They learn about the importance of eating healthy food and how too many sweet things are bad for their teeth. This contributes to lifelong habits to keep healthy.
- Children take daily trips out. The childminder diligently plans and offers children inspiring and stimulating outdoor learning opportunities. A recent outing involved children navigating a nature trail. This helps them to broaden their knowledge of the local community and develop a love for the outdoors.
- Parents praise the service they receive and refer to the childminder as part of their extended family. They describe the care and education she provides as 'first class'. The childminder has an excellent transition process, which helps new children settle in to her care with ease. She shares tips on potty training and behaviour with parents so there is consistency in the care children receive at home.
- The childminder is passionate about keeping up to date with developments in early years. She attends conferences relating her practice, does research and accesses local authority training. This enables her to continually build on her knowledge of child development and improve outcomes for the children she looks after.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of safeguarding processes and procedures. She confidently identifies the signs and symptoms of abuse and knows what to do if she has a safeguarding concern. She has further embedded her knowledge of female genital mutilation and the 'Prevent' duty via training specifically for designated safeguarding leads. The childminder undertakes comprehensive risk assessments of her premises daily and has a fire blanket installed in her kitchen. She carries out emergency evacuation procedures to ensure the safety of children.

## Setting details

<b>Unique reference number</b>	EY282092
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10137916
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

The childminder registered in 2004. She lives in the Charlton area in the London Borough of Greenwich. The childminder operates all year round Monday to Thursday from 8am to 6pm, except for bank holidays. The childminder has an early years degree and has Early Years professional Status. She provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

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### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder took the inspector on a learning walk of her provision and discussed the early years curriculum.
- A leadership discussion was held with the childminder.
- The inspector gained some views from parents about the childminder and her provision.
- Children talked to the inspector about their interests and activities.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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